

Merrimack School District/SAU 26
School Board Meeting
Preliminary Agenda
April 18, 2022
Merrimack Town Hall – Matthew Thornton Room

6:00 p.m. **NON-PUBLIC SESSION RSA 91-A:3, II (a) (b) (c) – Merrimack TV Training Classroom**

- Staff Welfare

PUBLIC MEETING

- 7:00 p.m. **1. CALL TO ORDER and PLEDGE OF ALLEGIANCE** Laurie Rothhaus
- 7:05 p.m. **2. SCHOOL BOARD REORGANIZATION** Laurie Rothhaus
- 7:15 p.m. **3. COMMITMENT TO BOARD CODE OF ETHICS** Chair
- 7:20 p.m. **4. PUBLIC PARTICIPATION** Chair
- 5. RECOGNITIONS**
- 7:30 p.m. **6. INFORMATIONAL UPDATES**
- a. Superintendent Update
 - b. Assistant Superintendent for Curriculum Update
 - c. Assistant Superintendent for Business Update
 - d. School Board Update
 - e. Student Representative Update
- 7:45 p.m. **7. OLD BUSINESS** Chair
- 7:50 p.m. **8. NEW BUSINESS**
- a. Request from the U.S. Department of Education for Reeds Ferry Elementary School to participate in an Early Childhood Longitudinal Study (ECLS) Everett Olsen
 - b. Review and Approval of the Document Entitled “General Assurances, Requirements and Definitions for Participation in Federal Programs” Everett Olsen
 - c. Other
- 8:00 p.m. **9. POLICIES**
- a. Fourth Review of Student Behavior, Conduct, Discipline and Due Process (JICD) Everett Olsen
- 8:10 p.m. **10. APPROVAL OF MINUTES** Chair
- a. March 29, 2022 Non-Public Minutes
 - b. April 4, 2022 Public Minutes
 - c. April 11, 2022 Non-Public Minutes
- 8:15 p.m. **11. CONSENT AGENDA**
- a. Educator Resignations/Retirements Kimberly Yarlott
 - b. Administrator Resignation Kimberly Yarlott
 - c. Approval of Administration of Federal Grant Funds Policy (DAF)
- 8:25 p.m. **12. OTHER**
- a. Committee Reports
 - b. Correspondence
 - c. Comments
- 8:40 p.m. **13. PUBLIC COMMENTS ON AGENDA ITEMS** Chair
- 9:00 p.m. **14. ADJOURN**

* These times are estimates and may vary depending on discussion.

Merrimack School Board

Code of Ethics

As a member of the Merrimack School Board, I shall promote the best interests of the District by adhering to the following ethical standards, and affix my signature to the same:

Trustworthy in Responsibilities

- ◆ I will always remember that my first and greatest concern will be the educational welfare of the students in the Merrimack School District.
- ◆ I will be accountable to the public by accurately representing District policies, programs, priorities, and progress.
- ◆ I will be responsive to the community by seeking its involvement in District affairs and by communicating its priorities and concerns.
- ◆ I will work to ensure prudent and accountable use of District resources and never lose sight of the fiscal responsibility owed to the taxpayers of the District.
- ◆ I will make no personal promise or take private action that may compromise my performance or my responsibilities or those of my fellow Board members.
- ◆ I will avoid being placed in a position of conflict of interest, and refrain from using my board position for personal or partisan gain.

Honor in Conduct

- ◆ I will be honest, fair, just, and impartial in all my decisions and actions.
- ◆ I will encourage and respect open dialogue and listen with an open mind while working for consensus.
- ◆ I will respect the majority decision as the decision of the Board.

Integrity of Character

- ◆ I will consistently uphold all applicable laws, rules, policies, and District procedures.
- ◆ I will not disclose information that is confidential by law or that will undermine the District.

Commitment to Service

- ◆ I will focus my attention on fulfilling the Board's responsibilities of goal setting, policymaking, and evaluation.
- ◆ I will diligently prepare for and attend Board meetings.
- ◆ I will avoid personal involvement in activities the Board has delegated to the Superintendent.
- ◆ I will inform myself about relevant educational issues.

Signature

Name

Date

February 28, 2022

RECEIVED

MAR 01 2022

Mr. Everett Olsen, Interim Chief Educational Officer
Merrimack School District
36 McElwain Street
Merrimack, NH 03054

Merrimack School District SAU26

Dear Mr. Olsen,

The U.S. Department of Education is preparing to work with a new cohort of elementary-aged students for a national education research study called the **Early Childhood Longitudinal Study (ECLS)**. This study will help improve educational experiences and outcomes for all students in the United States. In order to inform the national data collections, a field test of study activities is planned for the **fall of 2022**. The enclosed Study Overview provides more details about the study and what is involved for the participants.

The current ECLS is the fourth cohort in the series of early childhood longitudinal studies that make up the ECLS research program. For more than 20 years, the ECLS program has helped educators, families, researchers, and policymakers better understand and improve children's educational experiences from birth through elementary school. For more details about the ECLS program, visit nces.ed.gov/ecls.

As we make plans for the fall 2022 data collection, the COVID-19 pandemic continues to pose significant challenges for state agencies, districts, and schools, while also affecting us all personally. As the situation with the pandemic evolves, please know that we recognize these challenges and are implementing processes and procedures to protect the health and safety of students, school staff, and the ECLS staff. We will follow recommended guidance from health experts and work closely with our state, district, and school partners to determine how to best proceed with the study in schools. The enclosed COVID-19 Protocols Overview provides more details about the safety measures that are currently planned.

The ECLS field test study activities will include one-on-one child assessments conducted by trained ECLS staff and self-administered web surveys completed by school administrators, teachers, and parents of sampled children. The ECLS field test will be conducted among a diverse group of schools and children to ensure that the study outcomes are regionally, culturally, and socioeconomically representative. Participants will provide essential feedback that will inform the national data collection.

Some schools in your district have been randomly selected to participate in the field test phase of the ECLS in fall 2022, and I am writing to ask for your district's support of the study and the selected schools' participation. While the study is voluntary, by permitting our staff to contact selected schools in your district to discuss participation and encouraging those schools to participate, you will help ensure a successful data collection.

Study staff will be contacting you soon to discuss the participation of the selected schools in your district, as well as any special approval processes that may be required, such as research applications or district-specific consent forms.

The following school(s) in your district will be contacted to discuss participation. If allowed by your district, these schools, as well as school staff, teachers, and parents, will be provided with monetary tokens of appreciation in recognition of the time spent participating in the study.

Reeds Ferry School

The ECLS is conducted by the National Center for Education Statistics (NCES), within the U.S. Department of Education's Institute of Education Sciences (IES). NCES is working with Westat, a U.S.-based research organization, to conduct this voluntary study. Additional specific study information is available on the ECLS website, MyECLS.ed.gov. If you have questions or need assistance, please call 1-855-898-2018 or email ECLS@westat.com. You may also reach the ECLS Study Director, Jill McCarroll, at 202-304-2920 or jill.mccarroll@ed.gov.

Thank you for your time and support of this important national education research study.

Sincerely,



Chris Chapman
Associate Commissioner
National Center for Education Statistics, Institute of Education Sciences
U.S. Department of Education

Enclosure:
ECLS Study Overview
COVID-19 Protocols Overview Fall 2022

3304740

The National Center for Education Statistics (NCES) was established in 1867 to collect and provide to Congress and the public information on the condition of the education system in the United States. NCES, part of the U.S. Department of Education's Institute of Education Sciences (IES), is the sole Federal statistical agency responsible for meeting Congressional mandates to collect, analyze, and report information on the condition of education in the United States.

NCES needs the support of all involved in the education process to complete the studies it conducts related to Congressional mandates for information about education in the country as a whole. The longitudinal studies including those in the ECLS program collect nationally representative data from students and from their families, teachers, schools, and school systems. These data provide rich information that can be used to study how students' backgrounds and school experiences are related to education and life outcomes. The studies are comprehensive in approach, covering an expansive array of research and policy issues central to the future of education.

NCES has produced some of the most widely used and cited longitudinal studies on education in the United States. All data collections conducted by NCES are reviewed and approved by the Federal Office of Management and Budget (OMB) to ensure minimal burden on the part of the public and to prevent duplicate data collections by multiple Federal agencies. NCES data are used not only by government agencies but also by policy institutes and researchers at leading universities from across the country. NCES also produces resources for teachers and families. For example, the nces.ed.gov/nceskids website is a resource to learn more about education in the United States and to play fun educational games.

ECLS Tokens of Appreciation

If district policy permits, each school community will receive the following to recognize the time spent participating in the ECLS field test:

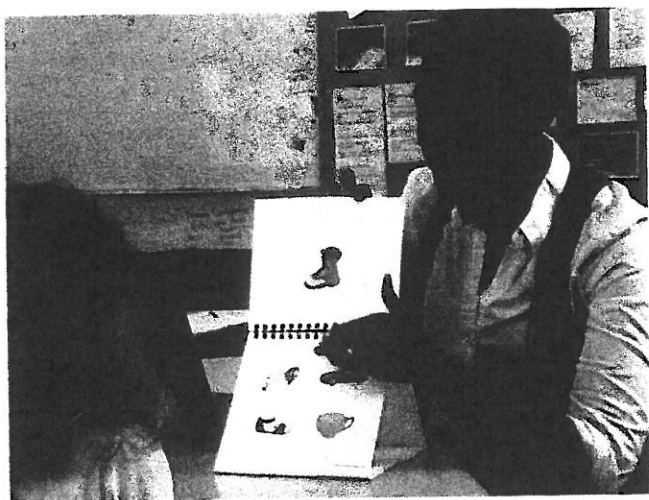
- Each school will receive \$10 per participating student.
- School administrators will receive \$25 to thank them for completing a web survey.
- School coordinators, who will act as a liaison between the school and the study, will receive \$65 to assist with study activities.
- Participating teachers will receive \$20 for a survey they complete about themselves and \$7 for each survey they complete for participating students.
- School administrators, school coordinators, and teachers will also receive a Certificate of Contribution from the U.S. Department of Education.
- For schools that require explicit parent consent for children's participation and that have obtained 100 percent returned forms, regardless of whether consent is provided, the study will also sponsor a food event at the school.
- Participating families will receive a \$15 prepaid Mastercard® and a pad of sticky notes with the U.S. Department of Education logo as a thank you for completing a web-based survey.

The National Center for Education Statistics (NCES) is authorized to conduct the Early Childhood Longitudinal Study (ECLS) by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543). The data are being collected for NCES by Westat, a U.S.-based research organization. All of the information you provide may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151). The collected information will be combined across respondents to produce statistical reports.



Early Childhood Longitudinal Study

Study Overview for Schools



How can the ECLS help my school and students?

For more than 20 years, the ECLS program has helped educators, families, researchers, and policymakers improve children's educational experiences. The program's studies explore how different factors—at home and at school—relate to children's development and learning. For example:

- You and your teachers can learn more about how curriculum, instructional practices, resources, school climate, and other factors relate to children's math and reading achievement over time.
- Your students' families can learn more about how family activities and parent involvement in schooling relate to children's school readiness, social and emotional development, and more.

More information about the study's research topics—and how the data collected in prior years of the program have been used—can be found on the last page of this fact sheet.

What is the Early Childhood Longitudinal Study (ECLS)?



The ECLS is a national education research program that provides important information about children's knowledge, skills, and social and emotional development from birth through elementary school. It gathers information from children, parents/guardians, teachers, and school administrators to provide a complete picture of children's learning experiences.

Who conducts the ECLS?

The ECLS is sponsored by the U.S. Department of Education. The National Center for Education Statistics (NCES), within the Department's Institute of Education Sciences (IES), coordinates the ECLS.

NCES works with Westat, a U.S.-based research organization, to conduct the study across the country.

What is the field test? Why should my school and students participate?



The ECLS field test is a small-scale, trial run of the upcoming study. It will be conducted among a diverse group of schools and children to make sure the study outcomes are regionally, culturally, and socioeconomically representative.

Participants will provide essential feedback to help the study provide meaningful information for educators and families as they work to increase children's chances of doing well in school.

How was my school selected to participate in the field test? Will my school also participate in the longitudinal study?

Schools were chosen to ensure the field test includes a variety of schools and students from around the country. Approximately 3,000 students and families, from about 50 schools, have been asked to participate in the field test. Your school will not be asked to participate in both the field test and longitudinal study.

When will the field test be conducted?

The field test will be conducted in your school over the course of 3 to 5 days between August and November 2022. The ECLS team will conduct the study with children during school hours, at times that work best for your teachers and students. Please note that the study activities usually take approximately 45 minutes for each child.

Who will participate in the field test?

The study team will ask your eligible kindergarten, first-grade, and second-grade students to participate in the field test. School administrators, teachers, and parents/guardians of participating children will also be asked to complete surveys as part of the study.

What is involved for children?

Children, with their parents' or guardians' consent, will answer age-appropriate math and reading-related questions during a one-on-one session with a trained ECLS team member. The team member will read and show illustrated tasks to the children, who can respond verbally or by pointing to their answer. Children can skip any question they do not want to answer and can take a break at any time.

Each session is untimed but is expected to last approximately 45 minutes. The ECLS team will work with your school to ensure students do not miss important school activities to participate in the study.



SOURCE: West, J., Denton, K., and Germino-Hausken, E. (2000). *America's Kindergartners* (NCES 2000-070). Retrieved July 31, 2020, from <https://nces.ed.gov/pubs2000/2000070.pdf>.
NOTE: Data were collected prior to the COVID-19 pandemic.

Who will be responsible for conducting the study activities with children?

Trained ECLS team members will conduct the study with participating children and provide all required materials. School staff are welcome to be in the room during sessions.

All ECLS staff who enter schools undergo a Federal background investigation conducted jointly by the U.S. Departments of Education and Defense.



What space does the ECLS team need to conduct the field test in my school?

The ECLS team members will ask your school to set aside an area that can be used to conduct one-on-one sessions with participating children. At minimum, each school needs to provide a table and two chairs for the study to be conducted. If a school can provide a larger space—such as the gymnasium, the music room, or the library or media center—and several tables and chairs, multiple sessions can be conducted at the same time to minimize the number of days the ECLS team will be in your school.

The space should be well-lit, quiet, and free of distractions. The goal is to arrange a space that is comfortable and safe for participating students.

What happens if a child refuses to participate?

All participation is voluntary. Children can skip any question they do not want to answer. Any child who does not wish to work with ECLS team member will not have to do so.

What is involved for school administrators and teachers?

School administrators and teachers of participating students will be asked to complete surveys. School administrators will be asked questions about their school and their own professional background. Teachers will be asked to complete a brief survey about their professional background and teaching practices as well as surveys for each of their participating students about their skills and abilities.

Each survey will take approximately 15 to 35 minutes to complete and can be completed at any time that is convenient for participants.

What is involved for parents/guardians?

Parents/guardians of participating children will be asked to complete a survey. They will be asked questions about their family, their child's experiences, and learning activities that the child participates in outside of school.

The survey will take about 30 to 45 minutes to complete and can be completed at any time that is convenient for parents.

Will the names of participants and their responses be kept confidential?

Students, schools, and families will not be identified in any ECLS reports. Information will be combined from all participants to produce reports for the nation as a whole.

All of the information provided by school staff, students, and parents may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151). All staff working on the study have signed an affidavit of non-disclosure where they swear to abide by this law.

Where can I find more information?

For additional information, call the ECLS information number, 1-855-898-2018, or send an email to ECLS@westat.com.

You can learn more about the upcoming study at MyECLS.ed.gov.

You can learn more about the ECLS program at nces.ed.gov/ecls/.

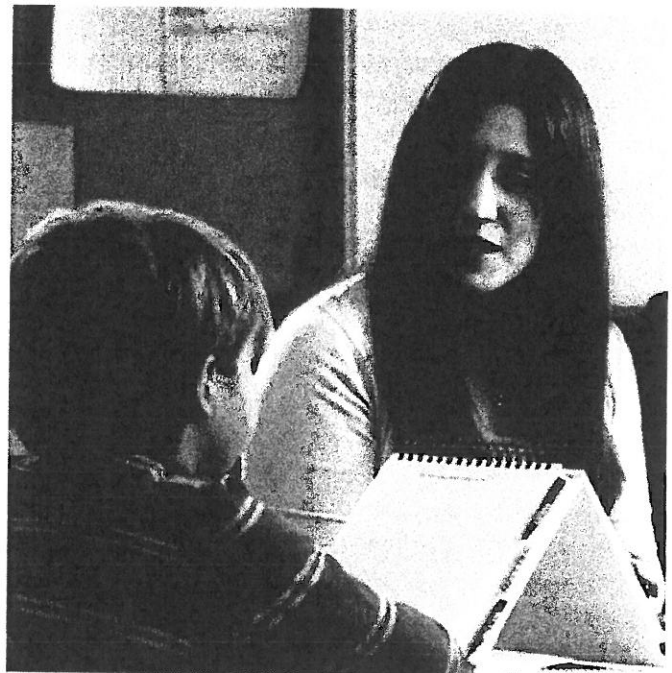


78%

of kindergartners attended schools that sent home information to help parents prepare their child for kindergarten

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2020). Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011). Data retrieved July 31, 2020, from Table C2a, <https://nces.ed.gov/ecls/tables.asp>.

NOTE: Data were collected prior to the COVID-19 pandemic.



74%

of kindergartners often or very often accepted peer ideas

SOURCE: West, J., Denton, K., and Germino-Hausken, E. (2000). *America's Kindergartners* (NCES 2000-070). Retrieved July 31, 2020, from <https://nces.ed.gov/pubs2000/2000070.pdf>.

NOTE: Data were collected prior to the COVID-19 pandemic.

What information does the ECLS provide? How can the findings be used to support students?

The ECLS program provides information about children's cognitive, physical, social, and emotional development over time, and how children's development relates to factors at home and at school. The ECLS answers the following types of questions for our nation's elementary school students:



- What math and literacy skills do children have when they start school?
- How well do kindergarten programs prepare students for later grades?
- What educational activities do students do at home and with their families?
- What support do parents and families need to be more involved in their child's education?

ECLS studies are often cited in research that informs education practice and policy. Using our NCES bibliography tool, you can find hundreds of journal articles, conference papers, and more that include ECLS data. Topics include:



- Meeting the needs of English language learners through professional development.
- The use of individual digital devices in first-grade classrooms and early literacy development.
- Large group, small group, and individual activities in full-day kindergarten classrooms and children's early learning.
- Instructional practices that most help first-grade students with and without mathematics difficulties.
- The effects of classroom groupings on students' achievement.

Find research about these topics and more at: nces.ed.gov/bibliography/.

The National Center for Education Statistics (NCES) is authorized to conduct the Early Childhood Longitudinal Study (ECLS) by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543). The data are being collected for NCES by Westat, a U.S.-based research organization. All of the information you provide may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151). The collected information will be combined across respondents to produce statistical reports.

"The ECLS provides valuable information to policymakers as they work to improve education. In Minnesota, we used the study's findings to help pass a bill that fully funds all-day kindergarten for students across the state."

- Former Policy Advisor, Minnesota State Senate



The ECLS is endorsed by more than 25 education organizations.

Parent, Teacher, and Principal Organizations

- American Federation of Teachers
- Association for Middle Level Education
- Council for Exceptional Children
- International Literacy Association
- National Association of Elementary School Principals
- National Council of Teachers of Mathematics
- National Parent Teacher Association
- National Science Teaching Association
- Texas State Teachers Association

Private and Religious Education Organizations

- Association of Christian Schools International
- Association of Christian Teachers and Schools
- Christian Schools International
- Council of Islamic Schools in North America
- Islamic Schools League of America
- Lutheran Church-Missouri Synod
- National Alliance of Christian Schools
- National Association of Independent Schools
- National Catholic Educational Association
- National Christian School Association
- U.S. Conference of Catholic Bishops
- WELS Commission on Lutheran Schools

Education Policy Organizations

- Alliance for Excellent Education
- Council of Chief State School Officers
- National School Boards Association
- The School Superintendents Association

Early Childhood Education Organizations

- American Montessori Society
- Association Montessori International/USA
- National Institute for Early Education Research

Early Childhood Longitudinal Study (ECLS)

COVID-19 Protocols Overview

Fall 2022

COVID-19 Safety Planning

The coronavirus pandemic continues to pose significant challenges for state agencies, districts, and schools, while also affecting us all personally. We recognize these challenges and are implementing approaches to conduct upcoming education studies in schools in a manner that aims to protect the health and safety of students and school staff, as well as the Early Childhood Longitudinal Study (ECLS) study staff.

We will follow recommended guidance from health experts and work closely with our state, district, and school partners to determine how to best proceed with the **fall 2022** field test in schools. While safety guidelines may change as we approach the start of the 2022-23 school year, measures that are currently planned include those described below.

Personal Protective Equipment (PPE)

Requiring the use of personal protective equipment (PPE) by study staff when visiting schools, such as:



Masks



**Sanitizing wipes/spray
for study staff use**

To the extent federal, state, or local agencies recommend the use of additional PPE, the ECLS team will be provided with and use the same.

Sanitizing and PPE Protocols

Implementing safety protocols before and after each study session in schools, such as:



Sanitizing study materials



Replacing study staff masks

All used PPE will be discarded in trash bags provided by study staff and removed from the school by study staff.

COVID-19 Safety Protocol Training

Training of study staff on the use of coronavirus safety protocols, including the following:



Proper donning and removal of PPE



Proper disposal of used PPE



Sanitizing study materials



Other school protocols

School Protocols

In addition to the protocols listed above, we will implement any and all school-specific required coronavirus protocols. These may include but are not limited to the following:



Temperature checks and other symptom assessments of study staff upon arrival at the school



Additional school-required PPE



Additional sanitizing requirements



Frank Edelblut
Commissioner

Christine Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
25 Hall Street
Concord, N.H. 03301
TEL. (603) 271-3495
FAX (603) 271-1953

April 4, 2022

TO: Superintendents

FROM: Lindsey Labonville, Administrator
Bureau of Federal Compliance

SUBJECT: General Assurances FY 2023

The New Hampshire Department of Education (NHDOE) has developed the attached "General Assurances, Requirements and Definitions for Participation in Federal Programs" document that must be signed by all agencies and organizations that receive federal funds through the NHDOE. The federally funded programs which flow money through the NHDOE require each applicant to file certain assurances. Some of these assurances apply to all programs and are therefore, considered "general assurances."

The submission of general assurances is required in part by:

- Federal regulation 34 CFR §76.301 of the Education Department General Administrative Regulations (EDGAR), which requires a general application for subgrantees/subrecipients for participation in federal programs funded by the U.S. Department of Education that meets the requirements of Section 442 of the General Education Provisions Act (GEPA).
- Applicable federal statutes.
- Applicable regulations of other federal agencies.

The NHDOE has consolidated the general assurances into one document which also now includes requirements and definitions in an effort to provide more guidance relative to implementation of the underlying assurances. NHDOE requests an annual submission for all of your Local Education Agencies (LEA's). This will simplify the collection of assurances and facilitate the requirement that the NHDOE Commissioner

of Education certify to the Secretary of Education the status of all LEAs. In New Hampshire both School Districts and School Administrative Units (SAUs) are considered LEA's. Individual program policy establishes which of these two entities may apply for federal funds. As such, both the Superintendent and the local School Board Chairperson are required to sign the certifications of the attached document.

I am requesting that you and the local School Board complete the certifications at the end of the enclosed general assurance document, initial each page in the spaces provided and return it in full to the attention of the Bureau of Federal Compliance. That office will notify the directors of all NHDOE programs approving federal funds to LEA's when they have received your assurances. The directors of the various federal programs are not to request additional copies from you, but to accept the Bureau of Federal Compliance list as the basis for determining compliance with these requirements as one item in their approval of proposals for funding. Other program specific assurances will still be requested from the LEA's by individual NHDOE programs.

Compliance with these general assurances will be subject to review by NHDOE staff during on-site federal compliance monitoring. Annual audits by CPA's in accordance with the Single Audit Act may also include compliance checks.

On the Certification page, please include the name and number of the SAU office and the name of the School District which will be applying for funds, both certifying parties are asked to execute the document, and return to the NHDOE Bureau of Federal Compliance office no later than **June 30, 2022**.

If you should have any questions regarding these general assurances, please contact Lindsey Labonville, Administrator of the Bureau of Federal Compliance at Lindsey.L.Labonville@doe.nh.gov or at 603-271-3837.

New Hampshire Department of Education

FY2023

GENERAL ASSURANCES, REQUIREMENTS AND DEFINITIONS FOR PARTICIPATION IN FEDERAL PROGRAMS

Subrecipients of any Federal grant funds provided through the New Hampshire Department of Education (NHDOE) must submit a signed copy of this document to the NHDOE Bureau of Federal Compliance prior to any formula grant application being deemed to be “substantially approvable” or any discretionary grant receiving “final approval”. Once a formula grant is deemed to be in substantially approvable form, the subrecipient may begin to obligate funds which will be reimbursed upon final approval of the application by the NHDOE (34 CFR 708).

Any funds obligated by the subrecipient prior to the application being in substantially approvable form will not be reimbursable even upon final approval of the application by the NHDOE.

While there have been no significant changes notable in the last year, this FY2023 general assurances document contains a few minor differences from the FY2022 general assurances document. You are encouraged to do a side-by-side comparison of the two documents so that you thoroughly understand the requirements and deadlines to which you are agreeing.

Following your review and acceptance of these General Assurances, Requirements and Definitions for Participation in Federal Programs please sign the certification statement on the appropriate page and then initial each of the remaining pages where indicated.

Please note that the practice of the School Board authorizing the Superintendent to sign on behalf of the School Board Chair is not acceptable to the NHDOE in this case and will be considered non-responsive.

Once the document is fully executed, you may either email or mail a copy of the entire document to:

**New Hampshire Department of Education
Bureau of Federal Compliance
25 Hall Street
Concord, NH 03301
federalcompliance@doe.nh.gov**

Should you have any questions please contact Lindsey Labonville at 603-271-3837, or Jessica Lescarbeau at 603-271-3808.

General Assurances, Requirements and Definitions for Participation in Federal Programs

A. General Assurances

Assurance is hereby given by the subrecipient that, to the extent applicable:

- 1) The subrecipient has the legal authority to apply for the federal assistance, and the institutional, managerial, and financial capability (including funds sufficient to pay non-federal share of project costs, as applicable) to ensure proper planning, management, and completion of the project described in all applications submitted.
- 2) The subrecipient will give the awarding agency, the NHDOE, the Comptroller General of the United States and, if appropriate, other State Agencies, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
- 3) The subrecipient will not dispose of, modify the use of, or change the terms of the real property title or other interest in the site and facilities without permission and instructions from the awarding agency. The subrecipient will record the Federal awarding agency directives and will include a covenant in the title of real property acquired in whole or in part with Federal assistance funds to assure non-discrimination during the useful life of the project.
- 4) The subrecipient will comply with the requirements of the assistance awarding agency (2 CFR 200.1 Definitions '*Federal Awarding Agency*') with regard to the drafting, review and approval of construction plans and specifications.
- 5) The subrecipient will provide and maintain competent and adequate engineering supervision at the construction site to ensure that the complete work conforms with the approved plans and specifications and will furnish progressive reports and such other information as may be required by the assistance awarding agency or State.
- 6) The subrecipient will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
- 7) The subrecipient will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
- 8) The subrecipient will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to:
 - (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin;
 - (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex;
 - (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps;
 - (d) The Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age;

- (e) The Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse;
 - (f) The Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism;
 - (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records;
 - (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing;
 - (i) Any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and,
 - (j) The requirements of any other nondiscrimination statute(s) which may apply to the application.
- 9) The subrecipient will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of federal participation in purchases.
 - 10) The subrecipient will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with federal funds. The subrecipient further assures that no federally appropriated funds have been paid or will be paid by or on behalf of the subrecipient to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant; the entering into of any cooperative agreement; and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.
 - 11) The subrecipient will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported in whole or in part with federal funds.
 - 12) The subrecipient will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported in whole or in part with federal funds.
 - 13) The subrecipient will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
 - 14) The subrecipient will comply with all applicable requirements of all other federal laws, executive orders, regulations, and policies governing all program(s).
 - 15) The subrecipient will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and 2 CFR 200.501, Subpart F, "Audit Requirements," as applicable.
 - 16) The recipient will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.
 - 17) The control of funds provided to a subrecipient that is a Local Education Agency under each program,

and title to property acquired with those funds, will be in a public agency, and a public agency will administer those funds and property.

- 18) Personnel funded from federal grants and their subcontractors will adhere to the prohibition from text messaging while driving an organization-owned vehicle, or while driving their own privately owned vehicle during official Grant business, or from using organization-supplied electronic equipment to text message or email while driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009 (pursuant to provisions attached to federal grants funded by the US Department of Education).
- 19) The subrecipient assures that it will adhere to the Pro-Children Act of 2001, which states that no person shall permit smoking within any indoor facility owned or leased or contracted and utilized for the provision of routine or regular kindergarten, elementary, or secondary education or library services to children (P.L. 107-110, section 4303[a]). In addition, no person shall permit smoking within any indoor facility (or portion of such a facility) owned or leased or contracted and utilized for the provision of regular or routine health care or day care or early childhood development (Head Start) services (P.L. 107-110, Section 4303[b][1]). Any failure to comply with a prohibition in this Act shall be considered to be a violation of this Act and any person subject to such prohibition who commits such violation may be liable to the United States for a civil penalty, as determined by the Secretary of Education (P.L. 107-110, section 4303[e][1]).
- 20) The subrecipient will comply with the Stevens Amendment.
- 21) The subrecipient will submit such reports to the NHDOE and to U.S. governmental agencies as may reasonably be required to enable the NHDOE and U.S. governmental agencies to perform their duties. The subrecipient will maintain such fiscal and programmatic records, including those required under 20 U.S.C. 1234f, and will provide access to those records, as necessary, for those Departments/agencies to perform their duties.
- 22) The subrecipient will assure that expenditures reported are proper and in accordance with the terms and conditions of any project/grant funding, the official who is authorized to legally bind the agency/organization agrees to the following certification for all fiscal reports and/or vouchers requesting payment [2CFR 200.415(a)].

"By signing this General Assurances, Requirements and Definitions for Participation in Federal Programs document, I certify to the best of my knowledge and belief that the reports submitted are true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purpose and objectives set forth in the terms and conditions of the Project Award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise."

- 23) If an LEA, the subrecipient will provide reasonable opportunities for systematic consultation with and participation of teachers, parents, and other interested agencies, organizations, and individuals, including education-related community groups and non-profit organizations, in the planning for and operation of each program.
- 24) If an LEA, the subrecipient shall assure that any application, evaluation, periodic program plan, or report relating to each program will be made readily available to parents and other members of the general public upon request.
- 25) If an LEA, the subrecipient has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program, significant information from educational

research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects. Such procedures shall ensure compliance with applicable federal laws and requirements.

- 26) The subrecipient will comply with the requirements of the Gun-Free Schools Act of 1994.
- 27) The subrecipient will submit a fully executed and accurate Single-Audit Certification form to the NHDOE not later than December 31, 2022. The worksheet will be provided to each subrecipient by the NHDOE.
- 28) The subrecipient shall comply with the restrictions of New Hampshire RSA 15:5.
- 29) The subrecipient will comply with the requirements in 2 CFR Part 180, Government-wide Debarment and Suspension (Non-procurement).
- 30) The subrecipient certifies that it will maintain a drug-free workplace and will comply with the requirements of the Drug-Free Workplace Act of 1988 and 34 CFR 84.200.
- 31) The recipient will adhere to the requirements of Title 20 USC 7197 relative to the Transfer of Disciplinary Records.
- 32) Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
- 33) Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction sub-agreements.
- 34) Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
- 35) Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
- 36) Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
- 37) Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of

historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

- 38) As appropriate and to the extent consistent with law, the non-Federal entity should, to the greatest extent practicable under a Federal award, provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States (including but not limited to iron, aluminum, steel, cement, and other manufactured products). The requirements of this section must be included in all subawards including all contracts and purchase orders for work or products under this award (2 CFR 200.322).

B. Explanation of Grants Management Requirements

The following section elaborate on certain requirements included in legislation or regulations referred to in the "General Assurances" section. This section also explains the broad requirements that apply to federal program funds.

1. Financial Management Systems

Financial management systems, including records documenting compliance with federal statutes, regulations, and the terms and conditions of the federal award, must be sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award.

Specifically, the financial management system must be able to:

- a) Identify, in its accounts, all federal awards received and expended and the federal programs under which they were received. Federal program and federal award identification must include, as applicable, the CFDA title and number, federal award identification number and year, name of the federal agency, and name of the pass-through entity, if any.
- b) Provide accurate, current, and complete disclosure of the financial results of each federal award or program.
- c) Produce records that identify adequately the source and application of funds for federally funded activities.
- d) Maintain effective control over, and accountability for, all funds, property, and other assets. The subrecipient must adequately safeguard all assets and assure that they are used solely for authorized purposes.
- e) Generate comparisons of expenditures with budget amounts for each federal award.

2. Written Policies and Procedures

The subrecipient must have written policies and procedures for:

Policy/Procedure Name	In Accordance With	Policy	Procedure
Drug-Free Workplace Policy	34 CFR 84.200 and the Drug-Free Workplace Act of 1988		N/A
Procurement Policy/Procedure	2 CFR 200.317-327		
Conflict of Interest/Standard of Conduct Policy	2 CFR 318(c)(1)		N/A
Inventory Management Policy/Procedure	2 CFR 200.313(d)		
District Travel Policy	2 CFR 200.475(b)		N/A

Policy/Procedure Name	In Accordance With	Policy	Procedure
Subrecipient Monitoring Policy/Procedure (if applicable)	2 CFR 200.332(d)		
Time and Effort Policy/Procedure	2 CFR 200.431		
Records Retention Policy/Procedure	2 CFR 200.334		
Prohibiting the Aiding and Abetting of Sexual Abuse Policy	ESEA 8546		N/A
Allowable Cost Determination Policy	2 CFR 200.302(b)(7)		N/A
Gun Free School Act	Gun Free School Act of 1994		N/A
Cash Management	2 CFR 200.302(b)(6) and 200.305		

3. Internal Controls

The subrecipient must:

- a) Establish and maintain effective internal control over the federal award that provides reasonable assurance that the non-federal entity is managing the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. These internal controls should be in compliance with the guidance outlined in “Standards for Internal Control in the Federal Government” issued by the Comptroller General of the United States or the “Internal Control Integrated Framework”, issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO).
- b) Comply with federal statutes, regulations, and the terms and conditions of the federal awards.
- c) Take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings.
- d) Take reasonable measures to safeguard and protect personally identifiable information and other information the federal awarding agency or pass-through entity designates as sensitive or the subrecipient considers sensitive consistent with applicable federal, state, local, and tribal laws regarding privacy and obligations of confidentiality.
- e) Maintain all accounts, records, and other supporting documentation pertaining to all costs incurred and revenues or other applicable credits acquired under each approved project in accordance with 2 CFR 200.334.

4. Allowable Costs

In accounting for and expending project/grant funds, the subrecipient may only charge expenditures to the project award if they are;

- a) in payment of obligations incurred during the approved project period;
- b) in conformance with the approved project;
- c) in compliance with all applicable statutes and regulatory provisions;
- d) costs that are allocable to a particular cost objective;
- e) spent only for reasonable and necessary costs of the program; and
- f) not used for general expenses required to carry out other responsibilities of the subrecipient.

5. Audits

This part is applicable for all non-federal entities as defined in 2 CFR 200, Subpart F.

- a) In the event that the subrecipient expends \$750,000 or more in federal awards in its fiscal year, the subrecipient must have a single or program-specific audit conducted in accordance with the provisions of 2 CFR 200, Subpart F. In determining the federal awards expended in its fiscal year, the subrecipient shall consider all sources of federal awards, including federal resources received from the NHDOE. The determination of amounts of federal awards expended should be in accordance with the guidelines established by 2 CFR 200, Subpart F.
- b) In connection with the audit requirements, the subrecipient shall also fulfill the requirements relative to auditee responsibilities as provided in 2 CFR 200.508.
- c) If the subrecipient expends less than \$750,000 in federal awards in its fiscal year, an audit conducted in accordance with the provisions of 2 CFR 200, Subpart F, is not required. In the event that the subrecipient expends less than \$750,000 in federal awards in its fiscal year and elects to have an audit conducted in accordance with the provisions of 2 CFR 200, Subpart F, the cost of the audit must be paid from non-federal resources (i.e., the cost of such an audit must be paid from subrecipient resources obtained from non-federal entities).

The subrecipient assures it will implement the following audit responsibilities;

- a) Procure or otherwise arrange for the audit required by this part in accordance with auditor selection regulations (2 CFR 200.509), and ensure it is properly performed and submitted no later than nine months after the close of the fiscal year in accordance with report submission regulations (2 CFR 200.512).
- b) Provide the auditor access to personnel, accounts, books, records, supporting documentation, and other information as needed so that the auditor may perform the audit required by this part.
- c) Prepare appropriate financial statements, including the schedule of expenditures of federal awards in accordance with financial statements regulations (2 CFR 200.510).
- d) Promptly follow up and take corrective action on audit findings, including preparation of a summary schedule of prior audit findings and a corrective action plan in accordance with audit findings follow-up regulations (2 CFR 200.511(b-c)).
- e) Upon request by the NHDOE Bureau of Federal Compliance (BFC), promptly submit a corrective action plan using the NHDOE template provided by the BFC for audit findings related to NHDOE funded programs.
- f) For repeat findings not resolved or only partially resolved, the subrecipient must provide an explanation for findings not resolved or only partially resolved to the BFC for findings related to all NHDOE funded programs. The BFC will review the subrecipient's submission and issue an appropriate Management Decision in accordance with 2 CFR 200.521.

6. Reports to be Submitted

Audits/Management Decisions

Copies of reporting packages for audits conducted in accordance with 2 CFR 200, Subpart F shall be submitted, by or on behalf of the recipient directly to the following:

- a) The Federal Audit Clearinghouse (FAC) in 2 CFR 200, Subpart F requires the auditee to electronically submit the data collection form described in 200.512(b) and the reporting package described in 200.512(c) to FAC at:
[https://harvester.census.gov/facides/\(S\(mqamohbpjf0hmyh1r45p1po1\)\)/account/login.aspx](https://harvester.census.gov/facides/(S(mqamohbpjf0hmyh1r45p1po1))/account/login.aspx)

Copies of other reports or management decision letter(s) shall be submitted by or on behalf of the subrecipient directly to:

- a) **New Hampshire Department of Education
Bureau of Federal Compliance**

25 Hall Street
Concord, NH 03301

Or via email to: federalcompliance@doe.nh.gov

- b) In response to requests by a federal agency, auditees must submit a copy of any management letters issued by the auditor, 2 CFR 200.512(e).

Any other reports, management decision letters, or other information required to be submitted to the NHDOE pursuant to this agreement shall be submitted in a timely manner.

Single Audit Certification

A fully executed and accurate Single-Audit Certification form shall be submitted to the NHDOE no later than **December 31, 2022**. A copy of the form will be provided to each subrecipient by the NHDOE.

7. Debarment, Suspension, and Other Responsibility Matters

As required by Executive Orders (E.O.) 12549 and 12689, Debarment and Suspension, and implemented at 2 CFR Part 180, for prospective participants in primary covered transactions, as defined in 2 CFR 180.120, 180.125 and 180.200, no contract shall be made to parties identified on the General Services Administration's *Excluded Parties List System* as excluded from Federal Procurement or Non-procurement Programs in accordance with E.O.s 12549 and 12689, "Debarment and Suspension." This list contains the names of parties debarred, suspended, or otherwise excluded by agencies, and contractors declared ineligible under statutory or regulatory authority other than E.O. 12549. Contractors with awards that exceed the small purchase threshold shall provide the required certification regarding their exclusion status and that of their principal employees.

The federal government imposes this requirement in order to protect the public interest, and to ensure that only responsible organizations and individuals do business with the government and receive and spend government grant funds. Failure to adhere to these requirements may have serious consequences – for example, disallowance of cost, termination of project, or debarment.

To assure that this requirement is met, there are four options for obtaining satisfaction that subrecipients and contractors are not suspended, debarred, or disqualified. They are:

The subrecipient certifies that it and its principals:

- a) Are not presently debarred, suspended, proposed for debarment, and declared ineligible or voluntarily excluded from covered transactions by any federal Department or agency.
- b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes; commission of embezzlement; theft, forgery, bribery, falsification, or destruction of records; making false statements; or receiving stolen property.
- c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in this certification.
- d) Have not within a three-year period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default.

Where the subrecipient is unable to certify to any of the statements in this certification, they shall attach an explanation to this document.

8. Drug-Free Workplace (Grantees Other Than Individual)

As required by the Drug-Free Workplace Act of 1988 and implemented in 34 CFR 84.200 the subrecipient certifies that it will continue to provide a drug-free workplace by:

- a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance (34 CFR 84.610) is prohibited in the subrecipient's workplace and specifying the actions that will be taken against employees for violation of such prohibition.
- b) Establishing, as required by 34 CFR 84.215, an ongoing drug-free awareness program to inform employees about:
 - o The dangers of drug abuse in the workplace.
 - o The recipient's policy of maintaining a drug-free workplace.
 - o Any available drug counseling, rehabilitation, and employee assistance programs.
 - o The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.
- c) Requiring that each employee engaged in the performance of the project is given a copy of this statement.
- d) Notifying the employee in the statement that, as a condition of employment under the project, the employee will:
 - o Abide by the terms of the statement.
 - o Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction.
- e) Notifying the agency in writing within 5 calendar days after receiving notice of an employee's conviction of a violation of a criminal drug statute in the workplace, as required by 34 CFR 84.205(c)(2), from an employee or otherwise receiving actual notice of employee's conviction. Employers of convicted employees must provide notice, including position title to:

Director, Grants and Contracts Service
U.S. Department of Education
400 Maryland Avenue, S.W. [Room 3124, GSA – Regional Office Building No. 3]
Washington, D.C. 20202-4571

(Notice shall include the identification number[s] of each affected grant).

- f) Taking one of the following actions, as stated in 34 CFR 84.225(b), within 30 calendar days of receiving the required notice with respect to any employee who is convicted of a violation of a criminal drug statute in the workplace.
 - o Taking appropriate personnel action against such an employee, up to and including termination consistent with the requirements of the Rehabilitation Act of 1973, as amended.
 - o Requiring such employee to participate satisfactorily in drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency.
- g) Making a good-faith effort to maintain a drug-free workplace through implementation of the requirements stated above.

9. General Education Provisions Act (GEPA) Requirements - Section 427 (Federal Requirement) Equity for Students, Teachers, and Other Program Beneficiaries

The purpose of Section 427 of GEPA is to ensure equal access to education and to promote educational excellence by ensuring equal opportunities to participate for all eligible students, teachers, and other program beneficiaries in proposed projects, and to promote the ability of such students, teachers, and beneficiaries to meet high standards. Further, when designing their projects, grant applicants must address the special needs and equity concerns that might affect the ability of students, teachers, and other program beneficiaries to participate fully in the proposed project.

Program staff within the NHDOE must ensure that information required by Section 427 of GEPA is included in each application that the Department funds. *(There may be a few cases, such as research grants, in which Section 427 may not be applicable because the projects do not have individual project beneficiaries. Contact the Government Printing Office staff should you believe a situation of this kind exists).*

The statute highlights **six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, and age**. Based on local circumstances, the applicant can determine whether these or other barriers may prevent participants from access and participation in the federally assisted project, and how the applicant would overcome these barriers.

These descriptions may be provided in a single narrative or, if appropriate, may be described in connection with other related topics in the application. Subrecipients should be asked to state in the table of contents where this requirement is met.

NHDOE program staff members are responsible for screening each application to ensure that the requirements of this section are met before making an award. If this condition is not met, after the application has been selected for funding the program staff should contact the subrecipient to find out why this information is missing. Documentation must be in the project file indicating that this review was completed before the award was made. If an oversight occurred, the program staff may give the applicant another opportunity to satisfy this requirement, but must receive the missing information before making the award, 34 CFR 75.231.

All applicants for new awards must satisfy this provision to receive funding. Those seeking *continuation* awards do not need to submit information beyond the descriptions included in their original applications.

10. Gun Possession (Local Education Agencies (LEAs) only)

As required by Title XIV, Part F, and Section 14601 (Gun-Free Schools Act of 1994) of the Improving America's Schools Act:

The LEA assures that it shall comply with the provisions of RSA 193:13 III.

RSA 193:13, III. Any pupil who brings or possesses a firearm as defined in section 921 of Title 18 of the United States Code in a safe school zone as defined in RSA 193-D:1 without written authorization from the Superintendent or designee shall be expelled from school by the local school board for a period of not less than 12 months.

The LEA assures that it has adopted a policy, which allows the Superintendent or Chief Administrative officer to modify the expulsion requirement on a case by case basis. RSA 193:13, IV.

The LEA assures that it shall report to the NHDOE in July of each year, a description of the circumstances surrounding any expulsions imposed under RSA 193:13, III and IV including, but not limited to:

- a) The name of the school concerned;
- b) The grade of the student disciplined;
- c) The type of firearm involved;
- d) Whether or not the expulsion was modified, and
- e) If the student was identified as Educationally Disabled.

The LEA assures that it has in effect a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to school.

Ed 317.03 Standard for Expulsion by Local School Board.

- a) A school board which expels a pupil under RSA 193:13, II or III, shall state in writing its reasons, including the act leading to expulsion, and shall provide a procedure for review as allowed under RSA 193:13, II.
- b) School boards shall make certain that the pupil has received notice of the requirements of RSA 193-D and RSA 193:13 through announced, posted, or printed school rules.
- c) If a student is subject to expulsion and a firearm is involved, the Superintendent shall contact local law enforcement officials whenever there is any doubt concerning:
 - 1) Whether a firearm is legally licensed under RSA 159; or
 - 2) Whether the firearm is lawfully possessed, as opposed to unlawfully possessed, under the legal definitions of RSA 159.
- d) If a pupil brings or possesses a firearm in a safe school zone without written authorization from the Superintendent, the following shall apply:
 - 1) The Superintendent shall suspend the pupil for a period not to exceed 10 days, pending a hearing by the local board; and
 - 2) The school board shall hold a hearing within 10 days to determine whether the student was in violation of RSA 193:13, III and therefore is subject to expulsion.

11. Lobbying

As required by Section 1352, Title 31, of the U.S. Code, and implemented in 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined in 34 CFR 82.105 and 82.110, the applicant certifies that:

- a) No federally appropriated funds have been paid or will be paid by or on behalf of the subrecipient to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant; the entering into of any cooperative agreement; and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.
- b) If any funds other than federally appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with federal grants or cooperative agreements, the subrecipient shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
- c) The subrecipient shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including subcontracts, sub-grants, contracts under grants,

and cooperative agreements) and that all sub-recipients shall certify and disclose accordingly.

New Hampshire RSA 15:5 - Prohibited Activities.

- I. Except as provided in paragraph II, no recipient of a grant or appropriation of state funds may use the state funds to lobby or attempt to influence legislation, participate in political activity, or contribute funds to any entity engaged in these activities.
- II. Any recipient of a grant or appropriation of state funds that wishes to engage in any of the activities prohibited in paragraph I, or contribute funds to any entity engaged in these activities, shall segregate the state funds in such a manner that such funds are physically and financially separate from any non-state funds that may be used for any of these purposes. Mere bookkeeping separation of the state funds from other moneys shall not be sufficient.

12. Subrecipient Monitoring

In addition to reviews of audits conducted in accordance with 2 CFR 200, Subpart F, subrecipient monitoring procedures may include, but not be limited to, on-site or remote visits by NHDOE staff, limited scope audits, and/or other procedures. By signing this document, the subrecipient agrees to comply and cooperate with any monitoring procedures/processes deemed appropriate by the NHDOE. In the event the NHDOE determines that a limited scope audit of the project recipient is appropriate, the subrecipient agrees to comply with any additional instructions provided by NHDOE staff to the subrecipient regarding such audit.

13. More Restrictive Conditions

Subrecipients found to be in noncompliance with program and/or fund source requirements or determined to be "high risk" shall be subject to the imposition of more restrictive conditions as determined by the NHDOE.

14. Obligations by Subrecipients

Obligations will be considered to have been incurred by subrecipients on the basis of documentary evidence of binding commitments for the acquisition of goods or property or for the performance of work, except that funds for personal services, for services performed by public utilities, for travel, and for the rental of facilities shall be considered to have been obligated at the time such services were rendered, such travel was performed, and/or when facilities are used (see 34 CFR 76.707).

15. Personnel Costs – Time Distribution

Charges to federal projects for personnel costs, whether treated as direct or indirect costs, are allowable to the extent that they satisfy the specific requirements of 2 CFR 200.430, and will be based on payrolls documented in accordance with generally accepted practices of the subrecipient and approved by a responsible official(s) of the subrecipient.

When employees work solely on a single federal award or cost objective, charges for their salaries and wages must be supported by personnel activity reports (PARs), which are periodic certifications (at least semi-annually) that the employees worked solely on that program for the period covered by the certification. These certifications must be signed by the employee or a supervisory official having firsthand knowledge of the work performed by the employee.

When employees work on multiple activities or cost objectives (e.g., more than one federal project, a federal

project and a non-federal project, an indirect cost activity and a direct cost activity, two or more indirect activities which are allocated using different allocation bases, or an unallowable activity and a direct or indirect cost activity), the distribution of their salaries or wages will be supported by personnel activity reports or equivalent documents that meet the following standards:

- a) Reflect an after-the-fact distribution of the actual activity of each employee
- b) Account for the total activity for which each employee is compensated
- c) Prepared at least monthly and must coincide with one or more pay period
- d) Signed and dated by the employee

16. Protected Prayer in Public Elementary and Secondary Schools

As required in Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the No Child Left Behind Act of 2001, LEAs must certify annually that they have no policy that prevents or otherwise denies participation in constitutionally protected prayer in public elementary and secondary schools.

17. Purchasing/Procurement

The non-Federal entity must have and use documented procurement procedures, consistent with the standards of this section and 2 CFR 200.317, 200.318, and 200.319 for any of the following methods of procurement used for the acquisition of property or services required under a Federal award or sub-award.

1. Informal procurement methods
 - a. Micro-purchases
 - b. Small purchases
2. Formal procurement methods
 - a. Sealed bids
 - b. Proposals
3. Noncompetitive procurement

18. Retention and Access to Records

Requirements related to retention and access to project/grant records, are determined by federal rules and regulations. Federal regulation 2 CFR 200.334, addresses the retention requirements for records that applies to all financial and programmatic records, supporting documents, statistical records, and all other non-Federal entity records pertinent to a Federal or Project award. If any litigation, claim, or audit is started before the expiration date of the retention period, the records must be maintained until all litigation, claims, or audit findings involving the records have been resolved and final action taken.

Access to records of the subrecipient and the expiration of the right of access is found at 2 CFR 200.337 (a) and (c), which states:

- a) Records of non-Federal entities. The Federal awarding agency, Inspectors General, the Comptroller General of the United States, and the pass-through entity, or any of their authorized representatives [including but not limited to the NHDOE] must have the right of access to any documents, papers, or other records of non-Federal entity which are pertinent to the Federal award, in order to make audits, examinations, excerpts, and transcripts. The right also includes timely and reasonable access to the non-Federal entity's personnel for the purpose of interview and discussion related to such documents.
- d) Expiration of right of access. The rights of access in this section are not limited to the required retention period but last as long as the records are retained.

19. The Stevens Amendment

All federally funded projects must comply with the Stevens Amendment of the Department of Defense Appropriation Act, found in Section 8136, which provides:

When issuing statements, press releases, requests for proposals, bid solicitations, and other documents describing projects or programs funded in whole or in part with federal money, all grantees receiving federal funds, including but not limited to state and local governments, shall clearly state (1) the percentage of the total cost of the program or project which will be financed with federal money, (2) the dollar amount of federal funds for the project or program, and (3) the percentage and dollar amount of the total costs of the project or program that will be funded by non-governmental sources.

20. Transfer of Disciplinary Records

Title 20 USC 7197 requires that the State have a procedure to assure that a student's disciplinary records, with respect to suspensions and expulsions, are transferred by the project recipient to any public or private elementary or secondary school where the student is required or chooses to enroll. In New Hampshire, that assurance is statutory and found at RSA 193-D:8.

The relevant portions of the federal and state law appear below.

- a) **Disciplinary Records** - In accordance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g), not later than 2 years after the date of enactment of this part, each State receiving Federal funds under this Act shall provide an assurance to the Secretary that the State has a procedure in place to facilitate the transfer of disciplinary records, with respect to a suspension or expulsion, by local educational agencies to any private or public elementary school or secondary school for any student who is enrolled or seeks, intends, or is instructed to enroll, on a full- or part-time basis, in the school.
- b) **193-D:8 Transfer Records; Notice** – All elementary and secondary educational institutions, including academies, private schools, and public schools, shall upon request of the parent, pupil, or former pupil, furnish a complete school record for the pupil transferring into a new school system. Such record shall include, but not be limited to, records relating to any incidents involving suspension or expulsion, or delinquent or criminal acts, or any incident reports in which the pupil was charged with any act of theft, destruction, or violence in a safe school zone.

C. Definitions (2 CFR 200.1)

- 1) **Audit finding** - *Audit finding* means deficiencies which the auditor is required by 2 CFR 200.516 (a) to report in the schedule of findings and questioned costs.
- 2) **Management decision** - *Management decision* means the Federal awarding agency's or pass-through entity's written determination, provided to the auditee, of the adequacy of the auditee's proposed corrective actions to address the findings, based on its evaluation of the audit findings and proposed corrective actions.
- 3) **Pass-through entity** - *Pass-through entity (PTE)* means a non-Federal entity that provides a subaward to a subrecipient to carry out part of a Federal program.
- 4) **Period of performance** - *Period of performance* means the total estimate time interval between the start of an initial Federal award and the planned end date, which may include one or more

funded portions, or budget periods. Identification of the Period of Performance in the Federal award per 2 CFR 200.211(b)(5) does not commit the awarding agency to fund the award beyond the currently approved budget period.

- 5) **Subaward** - *Subaward* means an award provided by a pass-through entity to a subrecipient for the subrecipient to carry out part of a Federal award received by the pass-through entity. It does not include payments to a contractor or payments to an individual that is a beneficiary of a Federal program. A subaward may be provided through any form of legal agreement, including an agreement that the pass-through entity considers a contract.
- 6) **Subrecipient** - *Subrecipient* mean an entity, usually but not limited to non-Federal entities, that receives a subaward from a pass-through entity to carry out part of a Federal award; but does not include an individual that is a beneficiary of such award. A subrecipient may also be a recipient of other Federal awards directly from a Federal awarding agency.

CERTIFICATION

Instructions: The Superintendent, or other Qualifying Administrator, if the School District or School Administrative Unit (SAU) does not have a Superintendent, (*See* RSA 194-C:5, II) **must** consult with the School Board for the School District/SAU by informing said School Board about the District's/SAU's participation in Federal Programs and the terms and conditions of the General Assurances, Requirements and Definitions for Participation in Federal Programs. The Superintendent or other Qualifying Administrator and the Chair of the School Board **must** sign this certification page (and initial the remaining pages) as described below and return it to the NHDOE. **No payment for project/grant awards will be made by the NHDOE without a fully executed copy of this General Assurances, Requirements and Definitions for Participation in Federal Programs on file.** For further information, contact the NHDOE Bureau of Federal Compliance.

Superintendent or other Qualifying Administrator Certification:

We the undersigned acknowledge that [a] person is guilty of a violation of R.S.A. § 641:3 if [h]e or she makes a written or electronic false statement which he or she does not believe to be true, on or pursuant to a form bearing a notification authorized by law to the effect that false statements made therein are punishable; or (b) With a purpose to deceive a public servant in the performance of his or her official function, he or she: (1) Makes any written or electronic false statement which he or she does not believe to be true; or (2) Knowingly creates a false impression in a written application for any pecuniary or other benefit by omitting information necessary to prevent statements therein from being misleading; or (3) Submits or invites reliance on any writing which he or she knows to be lacking in authenticity; or (4) Submits or invites reliance on any sample, specimen, map, boundary mark, or other object which he or she knows to be false.

Accordingly, I, the undersigned official legally authorized to bind the named School District/SAU hereby apply for participation in federally funded education programs on behalf of the School District/SAU named below. I certify, to the best of my knowledge, that the below School District/SAU will adhere to and comply with these General Assurances, Requirements and Definitions for Participation in Federal Programs (pages 1 through 17 inclusive). I further certify, as is evidenced by the Minutes of the School Board Meeting held on _____, _____, that I have informed the members of the School Board of the federal funds the District/SAU will be receiving and of these General Assurances, Requirements and Definitions for the Participation in Federal Programs for the District's/SAU's participation in said programs.

SAU Number: _____ District or SAU Name: _____

Typed Name of Superintendent
or other Qualifying Administrator

Signature

Date

School Board Certification:

I, the undersigned official representing the School Board, acknowledge that the Superintendent, or other Qualifying Administrator, as identified above, has consulted with all members of the School Board, in furtherance of the School Board's obligations, including those enumerated in RSA 189:1-a, and pursuant to the School Board's oversight of federal funds the District will be receiving and of the General Assurances, Requirements and Definitions for Participation in Federal Programs in said programs.

Typed Name of School Board
Chair (on behalf of the School Board)

Signature

Date

Please email or mail a copy of the entire document to:

**New Hampshire Department of Education
Bureau of Federal Compliance
25 Hall Street
Concord, NH 03301
federalcompliance@doe.nh.gov**

STUDENT BEHAVIOR, CONDUCT, DISCIPLINE AND DUE PROCESS**Policy Statement**

The School Board is committed to promoting a safe, healthy, and supportive school and learning environment for all students. To achieve this goal, the Merrimack School District plays a significant role in supporting positive student conduct and behavior with respect to students, district personnel, and members of the community. This expectation extends to when students are on District property, on property within the jurisdiction of the School District (including vehicles), or while attending school activities.

In order to promote a safe, healthy, and supportive school and learning environment, this policy prohibits student conduct and behavior that causes material or substantial disruption to the school environment, interferes with the rights of others, presents a threat to the health and safety of students, employees, or visitors, constitutes a crime or a violation of the Safe School Zones Act, or violates the District's established expectations for student conduct and behavior. Responses to violations of established expectations for student conduct and behavior will be designed to maximize academic, emotional, and social success while at the same time ensuring the safety of all students, staff and school visitors. To attain this objective, the Board endorses the adoption of a Multi-Tiered System of Supports (MTSS) as the underlying framework for implementing a system of graduated responses which incorporates in-school supports and disciplinary consequences.

Established Expectations for Student Conduct and Behavior

The School Board delegates to the Superintendent, in consultation with building administrators, the responsibility of adopting and implementing age-appropriate expectations for student conduct and behavior for each school. These will include school-wide approaches, as well as small group and individualized interventions that target a student's specific areas of need.

In-School Supports

Whenever appropriate, and consistent with safety concerns, the Merrimack School District shall seek to improve student conduct and behavior through alternatives other than the use of exclusionary discipline practices (i.e., suspension or expulsion).

The District maintains a proactive, progressive response system of age-appropriate supports which are designed to promote acceptable behavior, correct student misconduct, reduce incidents of future misconduct, and safeguard the health, safety, and welfare of students and staff. The following are examples of in-school supports that may be offered to students before, in conjunction with, or after disciplinary consequences:

STUDENT BEHAVIOR, CONDUCT, DISCIPLINE AND DUE PROCESS**A. Elementary School In-School Supports**

The supports offered to students at the elementary schools include, but are not limited to, the following:

- *Preventive Classroom Management* - Preventive classroom management includes the implementation of a variety of strategies that support students to be successful in the classroom (e.g., having an organized classroom, establishing clear routines and procedures, setting high expectations, stating expected behaviors positively, modeling expected behaviors).
- *In-Class Regulation Support* - Students are supported to build and practice a “toolbox” of regulation strategies that they can select from when they feel dysregulated (e.g., breathing strategies, movement/sensory activities, mindfulness strategies, positive time away from the class).
- *Precorrection* - A precorrection is a quick reminder that describes the expected behavior for a task, activity, or transition that is about to happen. The goal of precorrection is to proactively prompt expected behavior before problem behaviors occur.
- *Active Adult Supervision* - Staff circulate among and interact with students, acknowledging when students demonstrate expected behaviors by providing positive reinforcement.
- *Conference* - Teachers or administrators meet with students and/or their parents/guardians to debrief a particular situation or incident in order to support students to reflect on a particular situation or incident, etc.
- *Reflection* - Students reflect on what happened, what they were thinking/feeling, what action they took, what their action accomplished, and what they would do differently next time.
- *Adult Mentorship* - Staff members serve as mentors who coach students to make positive behavior changes, monitor the students’ behavior, and provide the presence of a trusted adult at school (e.g., Check In/Check Out).
- *Social Skills/Behavior Instruction* - A social skills curriculum is targeted to address specific areas of need for an individual student or a small group of students (e.g., asking for help, taking turns, sharing, initiating play, making friends).
- *Reinforcement Systems* - Reinforcement systems include providing instruction on the expected or desired behavior and then developing a plan for reinforcing that behavior such as:
 - Token Economies - Students earn tokens when they exhibit the expected behavior. Tokens can be used to obtain an item or a preferred activity.
 - School-to-Home Communication – Daily/weekly communication, typically via a home to school notebook, identifying daily/weekly successes and challenges. When students meet a daily/weekly goal for behavior, the school calls home or sends a positive note home.

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- *Schedule Modification* - This involves modifying student schedules to better support their readiness to learn and demonstrate appropriate behaviors (e.g., build regular movement breaks into a student's schedule, build a weekly time with the school counselor into the student's schedule).
- *Functional Behavior Analysis (FBA)* - FBA is an assessment that is designed to uncover the reason(s) why students are engaging in problem behaviors.
- *Behavior Intervention Plan (BIP)* - Following an FBA, intervention plans are designed to support students in reducing problem behaviors through the use of appropriate replacement behaviors.
- *Wrap-Around Services* - This intervention involves developing a plan of support that organizes systematic and integrated services across school, home, and community settings.

B. Middle and High School In-School Supports

In addition to the supports listed for elementary school, the supports offered to students at the middle and high school include, but are not limited to, the following:

- *Social Skills/Behavior Instruction* - A social skills curriculum targets specific areas of need for an individual student or a small group of students (e.g., organizational skills and goal setting, interpersonal communication skills, problem-solving, coping with feelings).
- *Restorative Meeting* - Restorative meetings focus on implementing a victim-sensitive process for problem solving that shows the school community members involved how they can deal with the consequences of the wrongdoing and repair the harm done.
- *Counselor Intervention* - The School Counselor and Student Support Counselor provide social-emotional support and/or services that enable students to progress consistent with the educational, social-emotional, career, and transitional goals of all students. Support services are provided in 1:1 meetings, in small groups, and in co-taught, in-class environments.
- *Schedule Modification* - This involves modifying student schedules to better support their readiness to learn and demonstrate appropriate behaviors (e.g., rearrange class schedule).
- *Youth Employment and Empowerment Services (YEES)* - YEES is a state-certified program that facilitates communication between the family, school, and community and coordinating resources that are available to identified students.
- *Wrap-Around Services* - Involves developing a plan of support that organizes systematic and integrated services across school, home, and community settings.

In-school supports are not considered disciplinary consequences. Any educator or staff member may refer a student to an administrator for in-school supports. The examples listed above are not exclusive, and administrators may implement other supports that they deem appropriate. The

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decision to provide in-school supports is final and not appealable. Except in the case where a support requires parental consent and the parent has withheld consent, a student's refusal to accept or participate in an in-school support may constitute cause for the administrator implementing a disciplinary consequence or an additional disciplinary consequence.

Graduated Disciplinary Consequences

The Merrimack School District maintains a system of graduated disciplinary consequences that are available for implementation when responding to student misconduct that does not warrant suspension or expulsion. When an administrator determines that a disciplinary consequence is warranted, the administrator may determine, at their sole discretion, an appropriate consequence. Administrators will seek to implement graduated disciplinary consequences (sanctions) and, when doing so, will not be detrimental to the health, safety, or welfare of students or staff. The following are examples of graduated disciplinary consequences that may be administered. When appropriate, graduated disciplinary consequences may be paired with in-school supports.

A. Elementary School Graduated Disciplinary Consequences

The graduated disciplinary consequences that may be administered at elementary schools include, but are not limited to, the following:

- *Planned Ignoring* - The student remains in the setting, but the teacher appears to ignore the student misbehavior rather than allow it to gain time and attention.
- *Withdrawal of Materials* - If a student misuses a material, the material is taken away for a specified amount of time.
- *Time Away from Activity/Group* - Students are able to observe, but cannot participate in, an activity for a specified amount of time.
- *Loss of Privilege* - Students are not allowed to use a specific material or piece of equipment as a result of a misbehavior. For example, if a student repeatedly walks up the slide on the playground, the student may be told that they cannot use the slide for the rest of the day or week. Students may not be allowed to participate in a particular activity. For example, a student may not attend an extra-curricular activity as a result of their misbehavior.
- *Apology* - Students may be asked to provide a verbal or written apology to those impacted by their misbehavior. ~~The district will not require apologies but will work with students to understand the need to repair harm caused in relationships.~~
- *Restitution/Community Service* - Students are responsible for repairing the harm or damage done as a result of their inappropriate behavior.
- *Parent Contact* - The teacher, administrator, counselor and/or behavior specialist contacts a parent/guardian to let them know about their child's inappropriate behavior, as well as

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any disciplinary consequences that will be implemented as a result of their inappropriate behavior.

- *Time in Office* - Students are removed from the classroom and need to spend time in the office so that the administrator, counselor or behavior specialist can talk with the student about their inappropriate behavior.
- *Administrator Letter to Parent* - Inappropriate behavior by students is documented and shared with parent(s)/guardian and becomes part of their disciplinary record.
- *During-School Detention*
During school reteaching (elementary level)
- *After-School Detention*
Lunch reteaching (elementary level)
Recess reteaching (elementary level)

B. Middle and High School Graduated Disciplinary Consequences

In addition to the graduated disciplinary consequences identified for elementary school students, graduated disciplinary consequences that may be administered for middle and high school students include, but are not limited to, the following:

- *Temporary Removal from Class* – Referral to school counselor or resource officer.
- *Academic Consequence* - Such action may include requiring students to redo an assignment or retake an assessment for a reduced grade when caught cheating.
- *Police Report* - A report to police is made when a student may have committed a criminal act on school property or while attending a school-sponsored activity.
- *Superintendent Involvement*

These graduated disciplinary consequences shall be administered in a manner which does not result in the student's loss of access to their educational programming. Any staff member may refer a student to the administrator for disciplinary consequences. The decision of an administrator shall be final and shall not be appealable.

Neither in-school supports nor graduated disciplinary consequences shall be deemed a precondition for a suspension or expulsion which is permitted under the law without prior in-school supports or graduated discipline.

Suspension of Students

It is the stated objective of the Merrimack School District to reduce the need for suspensions and expulsions through the use of responses such as in-school supports and graduated disciplinary consequences. The District reserves suspension for those matters which threaten and/or disrupt the educational community, which represent repeated or significant violations of the conduct or

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behavioral standards of the District, which threaten to, and/or endanger the health, safety, or welfare of students or staff.

There are three forms of suspension: short-term suspension of five (5) days or fewer, short-term suspensions between six (6) and ten (10) days, and long-term suspension for more than ten (10) days.

Standards for Short-Term Suspension up to Five (5) School Days [Level One]

A short-term suspension of up to five (5) school days shall be reserved for:

- Misconduct that presents a low level, yet significant, detriment to the health, safety, or welfare of the student committing the act and a low level of detriment to the health, safety, or welfare of other students or staff.
- Repeated and willful disregard of the rules of the school that has not been remediated through in-school supports and graduated lesser forms of discipline.
- Such other infraction as the school administrator deems to warrant a short-term suspension of up to five (5) days.

Examples of misconduct which may result in a suspension of up to five (5) days include, but are not limited to, the following:

- Nicotine Products/Paraphernalia
- Social Media Violations/Harassment
- Vandalism
- Bullying
- Physical Assault
- Fighting
- Sexual harassment without unwanted physical contact
- Possession of a controlled drug without a valid prescription
- Repeated violation of any conduct standard
- Conduct that is repeatedly disruptive to classroom or school activities
- Dishonesty, including cheating on school assignments or assessments

The examples provided above are not an exhaustive list, and any similar form of misconduct may result in a suspension of up to five (5) school days. The school administrator shall have discretion in determining the number of days that the misconduct warrants, up to five (5) days.

In addition, school administrators shall have the discretion to refrain from issuing a suspension when they determine that student conduct may be remediated through in-school supports and/or a lesser consequence. In considering the length of the suspension, school administrators shall consider:

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- The extent to which the conduct presented a threat or risk to, the health, safety, or welfare of other students or school personnel, the integrity of the educational process, or the functioning of the school.
- Whether the conduct was disruptive to the school environment and if so, the nature and extent of the disruption.
- The extent to which the misconduct is a repeat incident.
- In the case of a student with a disability, whether the issuance of a suspension is consistent with Section 504 and the IDEA.

The administrator may implement the suspension on the day of the infraction, depending on the nature and severity of the violation. Suspensions of no more than five (5) days may be made by an administrator. Prior to such suspension, the person ordering the suspension must, orally or in writing, inform the student of the charge(s) and give the student an opportunity to respond to the charges. If the student refutes the charge(s), evidence of the misconduct shall be presented to the student. A suspension of five (5) days or fewer is not appealable.

Standards for Short-Term Suspension up to Ten (10) School Days [Level Two]

A short-term suspension between six (6) and ten (10) school days shall be reserved for:

- Behavior or misconduct that threatens significant harm to the health, safety, or welfare of the student, or other students or staff;
- Repeated and willful disregard of the expectations for behavior that has not been remediated through in-school supports and graduated lesser forms of discipline (which may include a Level One suspension).
- Misconduct that involves or threatens disruption of the school environment.
- Such other infraction as the principal deems to warrant a short-term suspension between six (6) and ten (10) days.

Examples of misconduct which may result in a Level Two suspension, include but are not limited to, the following:

- Multiple Level One infractions, whether in combination or repeated infractions
- Drug/alcohol policy violations
- Assault resulting in physical injury
- Repeated bullying
- Repeated sexual harassment
- Sexual harassment involving unwanted physical contact
- Disruption of the school day (Threats of Violence)
- Possession of an object that could be considered a weapon (i.e. jack knife).

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The examples provided above are not an exhaustive list, and any similar form of misconduct may result in a suspension of between six (6) and ten (10) school days. The school administrator shall have discretion in determining the number of days that the misconduct warrants. In addition, the school administrator shall have the discretion to issue lesser forms of discipline when they determine that the student conduct may be remediated through in-school supports and/or a lesser consequence. In considering the length of the suspension, the school administrator shall consider:

- The extent to which the conduct presented a risk to the health, safety, or welfare of other students or school personnel.
- Whether the conduct was disruptive to the school environment, and if so, the nature and extent of the disruption.
- The extent to which the misconduct is a repeat incident and whether prior disciplinary measures have been unsuccessful.
- In the case of a student with a disability, whether the issuance of a level Two suspension is consistent with Section 504 and the IDEA.

The administration reserves the right to implement the suspension during the day of the infraction, depending on the nature and severity of the violation and/or the potential results of the violation. Prior to such suspension, the person ordering the suspension must, orally or in writing, inform the student of the charge(s) and give the student an opportunity to respond to the charges. If the student refutes the charge(s), evidence of the misconduct shall be presented to the student.

The decision of the School administrator is final and there is no right of appeal of a suspension of ten (10) days or fewer.

Interventions after Suspension

Students who are suspended for bullying shall be provided with targeted interventions, which shall also be considered remedial measures. These may include, but are not limited to, the in-school supports bulleted above. Students who engage in repeated substantiated bullying after such targeted interventions may be subject to long-term suspension or expulsion, depending on the misconduct.

Standards for Long-Term Suspensions [11 to 20 days] [Level Three]

The Superintendent is designated and authorized by the School Board to extend a suspension for a period of ten (10) additional consecutive school days up to a total of twenty (20) consecutive school days (including the prior ten (10) days) following a hearing before the Superintendent for the following misconduct:

- High level misconduct that threatens or results in significant harm to the health, safety, or welfare of the student, other students, or the school staff.

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- Misconduct that causes, or threatens to cause, substantial disruption to the school environment.
- Criminal conduct on school property or at a school function

The Superintendent or their designee is authorized to extend a suspension for a period from an eleventh (11th) day up to twenty (20) days based on the extreme nature of a situation.

Examples of misconduct which may result in a total suspension of up to twenty (20) days include, but are not limited to, the following:

- Any substantial threat to the school community
- Persistent and continual disregard of district policies
- An act that constitutes an act of theft, destruction, or violence as defined in RSA 193-D [The Safe School Zones Act]
- Bullying pursuant to school district policy when the student has not responded to targeted interventions and poses an ongoing threat to the safety or welfare of another student
- Possession of a firearm [pending an expulsion recommendation], BB gun, paintball gun, or look-alike weapon
- The sale of drugs, either on or off campus
- Sexual assault, other than a felony if committed by an adult
- Possession of a knife or other weapon on campus or at a school activity
- Physical injury to staff or another student
- Any misconduct which is pending the Superintendent's recommendation for an expulsion hearing

A student who repeats any of the long-term suspension infractions listed above may be referred to the School Board for an expulsion hearing. A student who has been referred to the School Board for expulsion may be subject to either a Level Two or Level Three suspension as an interim disciplinary measure, pending the hearing before the School Board.

Any time a student is suspended more than ten (10) school days in any school year, upon the student's return to school, the District shall develop an intervention plan designed to proactively address the student's misconduct.

Prior suspensions for drug/alcohol, weapons, or fighting violations may be considered aggravating factors in making disciplinary decisions.

When the District contemplates a suspension which will result in cumulative suspension days for the school year of more than twenty (20) days in total, the District shall arrange for and provide alternative educational services to the student for the duration of their suspension. The alternative educational services shall be designed to enable the student to advance from grade to grade.

No student shall be penalized academically solely by virtue of missing classes due to suspension.

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Before any long-term suspension [more than 10 days] may be implemented, except as provided for below, students and their parent/guardian must be informed in writing of the charges, and a hearing must be scheduled before the Superintendent or designee, at which the student shall be permitted to be represented by a parent, other adult, or counsel (at student expense) to refute any charges or evidence against them, offer evidence, explanations or mitigating circumstances, cross-examine witnesses, and call witnesses of their own. The long-term suspension process shall comply with the requirements of Ed 317, as amended from time-to-time by the New Hampshire Department of Education. The failure on the part of students and/or their parent/guardian to show at a hearing without just cause shall constitute a waiver of the right to a hearing.

Long-term suspensions are appealable to the School Board unless determined by the Board. Any appeal of a long-term suspension to the Board shall be made in writing and received by the Superintendent within ten (10) business days after the issuance of the decision being appealed.

The Board shall hold a hearing on the appeal. The long-term suspension shall remain in force while the appeal is pending, unless the Board stays the suspension while the appeal is pending. The Board may affirm, reverse, shorten, lengthen, or otherwise modify the terms of the long-term suspension, and, when appropriate under the law of the state, may expel the student. The decision of the School Board shall be in writing.

Standards for Expulsion of Students

Expulsion decisions may only be made by the School Board after written notice of the Superintendent's recommendation for expulsion has been provided to the student's parent/guardian or to the adult student. The written recommendation shall set forth the basis for the Superintendent's recommendation.

Additionally, expulsion may only occur after a hearing by the Board which affords the minimum due process required by the regulations of the State Board of Education. The hearing shall be conducted in a nonpublic session unless the parent/guardian or adult student requests a public hearing.

Any student may be expelled from the District by the Board for an act that poses an ongoing threat to the safety of students or school personnel and that constitutes:

- A repeated act that would otherwise warrant long term suspension but for its repetition
- Any act of physical or sexual assault that would be a felony if committed by an adult
- Any act of violence pursuant to RSA 651:5, XIII
- Criminal threatening pursuant to RSA 631:4, II(a)
- An act of theft, destruction, or violence in a Safe School Zone
- Possession of a pellet or BB gun, paintball gun, rifle, or handgun
- Any act of similar or greater severity as those acts listed above

Furthermore, any student who brings or possesses a firearm as defined in section 921 of Title 18 of the United States Code on school campus, on school transportation, or to any District activity or event

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as defined in RSA 193-D:1 without written authorization from the Superintendent or designee shall be expelled from school by the local school board for a period of no less than twelve (12) months.

In considering whether expulsion is warranted, the Board shall consider:

- The student's age
- The student's disciplinary history
- Whether the student is a student with a disability
- The seriousness of the violation or behavior committed by the student
- Whether the school district has implemented positive behavioral interventions subsequent to a ten (10) day suspension
- Whether a lesser intervention would properly address the violation or behavior committed by the student

A student expelled from school in another New Hampshire school district or another state shall not be eligible to enroll in the Merrimack School District for the period of such expulsion. If the expulsion is for an indefinite period, the student or their parent/guardian may petition the School Board for enrollment provided they reside in the District or agree to pay tuition. If the student is denied enrollment, the expulsion may be appealed to the State Board of Education. The Superintendent is authorized to modify an expulsion and any reenrollment requirement on a case-by-case basis.

Any expulsion shall be subject to review by the School Board if requested prior to the start of each school year. Any parent/guardian or adult student has the right to appeal any such expulsion by the School Board to the State Board of Education at any time while the expulsion remains in effect.

Implementation and Notice

The Superintendent shall ensure that established expectations for student conduct and behavior shall be published annually in each school's student handbook, which are submitted, reviewed, and approved annually by the School Board.

These expectations will be made available to parents/guardians at the beginning of the school year and be publicly available on the school or district website. Expectations for student conduct and behavior will also be made available in another language or presented orally upon request.

Additionally, building principal(s) shall ensure student awareness of the established expectations for student conduct and behavior and other District policies through print, postings and/or periodic announcements.

The Superintendent shall designate personnel to explore and pursue relevant State or Federal grants, technical assistance, and professional development opportunities available to facilitate the implementation of a Multi-Tiered System of Support (MTSS) for social, emotional, and behavioral health and wellness.

Consistent with the Board's statutory authority, and other Board policies regarding review of administrative rules, regulations and procedures, the School Board retains the authority to

STUDENT BEHAVIOR, CONDUCT, DISCIPLINE AND DUE PROCESS

modify, supersede, or suspend any provision of the established expectations for student conduct and behavior.

Parental Notification of Simple Assaults

Pursuant to RSA 193-D:4, I (b), the Superintendent is directed to adopt and implement procedures requiring notice to parents/guardians of each student involved in a simple assault (victim and perpetrator) occurring during the school day, when such assault causes: any form of bodily injury, including bruising or discoloration, or would otherwise constitute a disciplinable offense. For purposes of this policy, "simple assault" shall have the same meaning as that provided in RSA 631:2-a (a simple assault occurs when one purposely or knowingly causes bodily injury or unprivileged physical contact to another; or recklessly causes bodily injury to another or negligently causes bodily injury to another by means of a deadly weapon).

Disciplinary Removal of Students with Disabilities

If a student is disabled under the Individuals with Disabilities Act (IDEA), the New Hampshire RSA 186-C, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, or any other law providing special rights to students with disabilities, those laws shall govern and shall supersede these local policies to the extent these local policies are inconsistent with those laws. Accordingly, any class or activity removal, suspension or expulsion of a child with a disability as defined in Ed 1102.01(t) shall be in accordance with Ed 1124.01 and federal law.

Legal References:

RSA 189:15, Regulations

RSA 193:13, Suspension & Expulsion of Pupils

RSA Chapter 193-D, Safe Schools Zones

18 U.S.C. § 921, Et seq., Firearms

20 U.S.C. § 7151, Gun-Free Schools Act

RSA 631:4, Criminal Threatening

RSA 651:5, XIII "Act of Violence"

NH Code of Administrative Rules, Section Ed 306.04(f), Student Discipline Policy

NH Code of Administrative Rules, Section Ed. 306.04(g), Suspension & Expulsion

NH Code of Administrative Rules, Section Ed 306.04(a)(3), Discipline

NH Code of Administrative Rules, Section Ed 317.04, Suspension and Expulsion of Pupils

Assuring Due Process Disciplinary Procedures

In re Keelin B., 162 N.H. 38, 27 A.3d 689 (2011)

1st Reading: February 2, 2007

2nd Review: March 5, 2007

Adoption: March 19, 2007

Policy Revision

1st Reading: February 21, 2022

2nd Review: March 7, 2022

3rd Review: March 21, 2022

4th Review: April 18, 2022

Revised:

Merrimack School Board Special Meeting
Merrimack School District, SAU #26
Merrimack Town Hall – Matthew Thornton Room
April 4, 2022

Present: Chair Guagliumi, Vice-Chair Rothhaus, and Board Member Barnes. Also present were Assistant Superintendent for Business Shevenell, Assistant Superintendent for Curriculum, Instruction & Assessment Yarlott, Interim Chief Educational Officer Olsen, and Student Representative Vadney.

Not Present: Board Member Hardy – Excused

Participating via Telephone: Board Member Peters

Chair Guagliumi stated the meeting proceedings would follow RSA-A:2 which stated that all parties must contemporaneously be able to hear and speak to each other and the meeting should be audible to the public and all persons present must be identified, and all votes would be taken by a roll call vote.

Board Member Peters explained that her attendance at the meeting was not reasonably practicable at the meeting because she was ill. She said she was home and was alone.

1. CALL TO ORDER/PLEDGE OF ALLEGIANCE

Chair Guagliumi called the meeting to order at approximately 7:00 p.m. and led the Pledge of Allegiance.

Chair Guagliumi pointed out that the School Board would accept public comment via email and to do so, those members of the public could send emails to publiccomment@sau26.org. She noted, however, that this would be the last meeting where the Board would accept public comments via email.

2. PUBLIC COMMENT

Ms. Naomi Halter, 10 Everest Drive, addressed the Board and thanked Board Member Barnes, and Chair Guagliumi for their years of service. She also reminded people that the election would be held on April 12, 2022.

Ms. Joanne Grobecker, 27 Craig Drive (Board Member Barnes read aloud the below email)

I wanted to speak in support of teachers regarding the proposed school calendar. In the district survey, 82% of teachers requested to start before Labor Day. Teachers are the heart of this district, and we should honor their request.

I sincerely want to thank Shannon Barnes for her dedication to our community and our School Board. She has a wealth of knowledge and willingness to follow procedures that I admire and appreciate. I thank you for your time serving our students, staff, and community. I wish you all the best.

Ms. Heather Robataille, 45 Springfield Circle, addressed the Board and said she felt accepting public comments via email should remain an option for the community.

53
54 Ms. Cheryl Garrison, 35 Turkey Hill Road (Board Member Barnes read aloud the below email)
55

56 Please keep the tradition of starting the school year after Labor Day. It allows the summer to come
57 to a close with the long weekend of rest before school starts.
58

59 Ms. Gretchen Ricks, 58 Naticook Road (Board Member Barnes read aloud the below email)
60

61 I have three children in the Merrimack schools, one at JMUES, one at the middle school, and one
62 at the high school. I am in favor of school starting after Labor Day as we have done for many years.
63 Families look forward to that extra week of vacation at the end of the summer and many have
64 already made plans for trips and/or staycations. Beyond the obvious joy of having that extra week,
65 there is a practical side to look at as well. It seems to make little sense to have the kids go to school
66 for two days and then immediately have a four-day weekend, and then start the year in earnest on
67 September 6th. That is very disjointed for the kids and the teachers I would suspect. The calendar
68 with the least disruption would be the one that starts after Labor Day.
69

70 Ms. Sara Locke, Cota Road (Board Member Barnes read aloud the below email)
71

72 I have heard rumblings that it is almost time for emailed public comments to end and wanted to
73 encourage the Board to consider permanently allowing this practice to continue. There are
74 countless reasons that parents and the public may be unable to attend meetings in person, but their
75 voices should still be heard. Ending emailed comments will disproportionately affect community
76 members of limited means, those with non-standard work hours, and single parents struggling with
77 childcare. Regardless of individuals' circumstances, they deserve as much of a voice as others
78 who are able to attend in person.
79

80 One more thing, thank you to Cinda and Shannon for your commitment to the community. I
81 appreciate Cinda for her involvement in helping me through a very difficult situation for my
82 daughter's benefit. You will be missed.
83

84 **3. RECOGNITIONS**

85

86 There were none.
87

88 **4. INFORMATIONAL UPDATES**

89

90 a. Superintendent Update

91

92 Interim Chief Educational Officer Olsen thanked the staff at the Thorntons Ferry Elementary School
93 for conducting a Sunflower Project where the students created artwork to send peace and hope to
94 the children from Ukraine who were displaced and now living in Poland. He said Joanna
95 Langworthy, a parent, had brought the idea to the school and would pay for all of the artwork to be
96 sent to Poland. He also thanked Ms. Viands, Art Teacher, as well as Ms. Fern Seiden, Director of
97 Student Wellness.
98

99 Interim Chief Educational Officer Olsen stated it was National Assistant Principal's Week and
100 thanked the Assistant Principals in the district for all of their hard work and dedication.

Interim Chief Educational Officer Olsen said there were 23 New Hampshire Scholastic Award winners at the high school. He said Josephine Reddings handmade photograph won a National Silver Key. He also said the high school Robotics team had won the prestigious Chairman's Award.

Interim Chief Educational Officer Olsen said there were currently 70 students who were earning three free college credits from the New Hampshire Community College and were transferable to any college or university, and 23 students had earned three college credits to the Southern New Hampshire University for \$100.00 and were also transferable to any university.

Interim Chief Educational Officer Olsen thanked Board Member Barnes and Chair Guagliumi for their commitment and dedication to the School Board. Interim Chief Educational Officer Olsen presented both Board Member Barnes and Chair Guagliumi with a plaque of appreciation.

b. Assistant Superintendent of Curriculum Update

Assistant Superintendent of Curriculum Yarlott said the second Visioning Taskforce meeting was held and consisted of 30 participants: including parents, students, School Board members, community members, administrators, and teachers. She said each group was tasked with presenting a survey to their peers and gathered 100 responses but would continue reaching out in an effort to do a broader reach.

c. Assistant Superintendent of Business Update

Assistant Superintendent for Business Shevenell provided an update on the status of the concession stand next to the track. He said the old concession stand would be removed and the final permit had been approved. He also said there was a 1,000-gallon holding tank for the gray water just for the sinks. He said the Laura's World Foundation would be holding a fundraising event to help with the cost.

d. School Board Update

There was no update.

e. Student Representative Update

There was no update.

5. OLD BUSINESS

a. Approval of 2022 – 2023 School Year Calendar

Interim Chief Educational Officer Olsen stated he and the Calendar Committee recommended adopting the calendar that began with school starting prior to Labor Day.

MOTION: Vice-Chair Rothhaus made a motion to accept adopting the calendar that began with school starting prior to Labor Day. Board Member Barnes seconded the motion.

A roll call vote was taken, which resulted as follows:

Yea: Board Member Barnes, Board Member Peters,	4
Vice-Chair Rothhaus, & Chair Guagliumi	
Nay:	0

The motion passed 4 – 0 – 0.

6. NEW BUSINESS

a. Proposed Eagle Scout Project – Friendship Benches at Reeds Ferry Elementary School

Chase Morin, a senior at Merrimack High School and an Eagle Scout in Troup 401. He said he wanted to construct a Friendship Seating area on the 3rd & 4th-grade playground at the Reeds Ferry Elementary School. He said there would not be any cost to the district as it would be funded through a fundraiser, and he would like to start work on May 1st. He also said there would be a total of three benches and would be 8-feet long, 18-inches wide, 16 – 18 inches tall (above ground), mounted to concrete below the ground, with 4 x 4 supports, pressure-treated wood, with Trex “like” composite material for the top.

Board Member Barnes suggested putting something on the website about the fundraiser so more people would know about it.

MOTION: Board Member Barnes made a motion to approve the proposed Eagle Scout project by Chase Morin, as presented. Vice-Chair Rothhaus seconded the motion.

A roll call vote was taken, which resulted as follows:

Yea: Board Member Barnes, Board Member Peters, Vice-Chair Rothhaus, & Chair Guagliumi	4
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Nay:	0
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The motion passed 4 – 0 – 0.

b. Summary of Technology Efforts and Future Projects

Mr. Jason Pelletier, Director of Technology & Learning Systems provided a presentation regarding Ingraining Meaningful use of Technology in the Classroom as summarized below:

Leverage the Existing Resources.

- Create flexible classroom spaces, both physical and digital.
- Build teacher capacity and skillsets to deliver purposeful, immersive, and impactful lessons using the appropriate educational technology resources.

Use Technology to Solve Real Problems & the Problems of the Future

- Students need to be prepared to thrive in a world where technology is always changing and build knowledge by exploring real issues and problems.
 - Foster a model of technology use that promotes problem-solving, critical thinking, collaboration, and creation.
 - Promote connecting with the community to solve problems locally and globally.

204
205 How can we Achieve this?
206

- 207
- 208 • Investing in teachers by giving them purposeful support and training to prepare students in
209 the best possible ways for their future.
 - 210 • Leveraging the expertise of Digital Learning Specialists (DLS) and Library Media Specialist
211 positions to help promote skills needed for K-12 to be college and career ready:
212
 - 213 ○ DLS – critical thinking, problem-solving, digital literacy, creation, and coaching.
 - 214 ○ LMS – critical research skills, increase information literacy, becoming a
215 lifelong learning, community, and world connection.
 - 216 • Ensure up-to-date technology while also being fiscally responsible for doing so.
217
218

219 Mr. Pelletier said they were working on a four-year plan to ensure that technology was cycled
220 appropriately to make sure it was always up to date. He also said they signed a contract for the
221 following year for all of the connectivity between buildings and increased the internet significantly.
222

223 **Recorders Note: At approximately 7:50 p.m. Board Member Peters was excused from the**
224 **meeting.**
225

226 The Board collectively thanked Mr. Pelletier for the comprehensive presentation and wished him all
227 the best in his new position as Director of Technology & Learning Systems.
228

229 c. Curriculum Overview
230

231 Assistant Superintendent of Curriculum Yarlott reviewed the new social studies K – 12 curriculums
232 purchased by the district. She explained that the goals were written collaboratively by the
233 Merrimack School District's teams, and teachers would build specific lesson plans.
234

235 d. Approval of Non-Educational Survey, National Youth Tobacco Survey
236

237 Interim Chief Educational Officer Olsen said the James Mastricola Upper Elementary School was
238 one of 550 schools selected in the nation to participate in the CDC-sponsored National Youth
239 Tobacco Survey. He said the survey would be administered to a couple of classes in grade 6. He
240 added participating schools would receive a \$500.00 donation. He said he was a little bit ambivalent
241 about it as the Youth Risk Behavior Survey essentially assessed similar information. Interim Chief
242 Educational Officer Olsen said it would require approval from the School Board as well as parental
243 approval for the student(s) who participated in the survey.
244

245 **MOTION:** Vice-Chair Rothhaus made a motion to approve the National Youth Tobacco Survey.
246 Board Member Barnes seconded the motion.
247

248 **The motion passed 3 – 0 – 0.**
249

250 **Recorder's Note: A roll call vote was not taken as Board Member Peters, who was**
251 **participating via telephone, had been excused from the meeting.**
252

e. Merrimack High School Senior Withdrawals

Interim Chief Educational Officer Olsen stated that between September 1, 2021, and March 25, 2022, 34 seniors had withdrawn from Merrimack High School.

- 3 - Students moved (8.8%)
- 2 - Students successfully completed their HiSet (High School Equivalency) (5.9%)
- 1 - Special Education Student had aged out (2.9%)
- 4 - Students will pursue HiSet on their own (11.8%)
- 8 - Students successfully completed the requirement to earn their diploma (23.5%)
- 9 - Students discontinue working on HiSet and chose to quit (26.5%)
- 7 - Students dropped out (20.6%)

Interim Chief Educational Officer Olsen said they were looking at adding an Alternative Education Program at Merrimack High School.

f. Other

There were no other items to discuss.

7. POLICIES

a. Administration of Federal Grant Funds Policy (DAF) (2nd Reading)

Chair Guagliumi noted the policy would be placed on the next meeting's Consent Agenda.

8. APPROVAL OF MINUTES

a. March 7, 2022 – Non-Public Minutes

MOTION: Board Member Barnes made a motion to approve the non-public minutes from the March 7, 2022, meeting, as presented. Vice-Chair Rothhaus seconded the motion.

The motion passed 3 – 0 – 0.

b. March 21, 2022 – Public & Non-Public Minutes

MOTION: Board Member Barnes made a motion to approve the minutes from the March 21, 2022, meeting, as presented. Vice-Chair Rothhaus seconded the motion.

The motion passed 3 – 0 – 0.

9. CONSENT AGENDA

a. Educator Retirement

- Ms. Betsy Fowler, Special Education Coordinator, Thorntons Ferry Elementary School
- Ms. Barbara Burns, Kindergarten Teacher, Thorntons Ferry Elementary School
- Ms. Deborah Walter, Grade 4 Teacher, Thorntons Ferry Elementary School
- Ms. Marcelle Pope, Art Teacher, Merrimack High School

302
303 b. Educator Resignations

- 304 • Ms. Amanda Woodward, Kindergarten Teacher, Thorntons Ferry Elementary School
305 • Mr. Paul Drone, Health/PE Teacher, Merrimack High School
306 • Ms. Jenna Tanquay, Science Teacher, Merrimack High School
307 • Ms. Sarah Croteau, Library Media Specialist, Thorntons Ferry Elementary School
308

309 c. Educator Nomination

- 310 • Ms. Nicole Rheault, Principal, James Mastricola Upper Elementary School
311

312 d. Approval of Vision of a High School Graduate
313

314 **MOTION:** Board Member Barnes made a motion to accept the Consent Agenda, as presented.
315 Vice-Chair Rothhaus seconded the motion.
316

317 **The motion passed 3 – 0 – 0.**
318

319 **11. OTHER**
320

321 a. Committee Reports
322

323 Board Member Barnes stated that the New Hampshire School Boards Association Board of
324 Directors had met on March 23rd, and she explained that the State of New Hampshire was joining
325 COSBA (Consortium of State School Boards Association) based on the fact that a lot of School
326 Board Association withdrew membership, as New Hampshire did, from the National School Boards
327 Association. She said the smaller Association would help with advocacy, training, and updates on
328 governance at the federal level.
329

330 b. Correspondence
331

332 Chair Guagliumi said the Board received correspondence from a resident who stated some concern
333 regarding starting school before Labor Day. She said she also received various emails that
334 concerned individual situations and she said she forwarded them to the appropriate administrators.
335

336 c. Comments
337

338 Vice-Chair Rothhaus said she had sat in on a recent job interview with the HR Department and
339 thanked the HR Director as the entire process was extremely organized.
340

341 Vice-Chair Rothhaus thanked Chair Guagliumi and Board Member Barnes as this was their last
342 School Board meeting.
343

344 Board Member Barnes thanked the community of Merrimack for putting their trust in her for the past
345 12 years. She thanked her family for all of their support through the years
346

347 Chair Guagliumi also thank the community and said she thoroughly enjoyed working with all of her
348 colleagues. She also thanked her family for their support throughout the years.
349

350
351 **12. PUBLIC COMMENTS ON AGENDA ITEMS**
352

353 Mr. Robbie Reisman, Iris Drive, addressed the Board and said he was excited about the idea of the
354 alternative education program, and he thanked both Chair Guagliumi and Board Member Barnes
355 for their years of service.

356
357 Ms. Rosemary Rung, 21 Ministerial Drive, thanked both Chair Guagliumi and Board Member Barnes
358 for their long service on the Board and wished them well.

359
360 **MOTION:** At approximately 8:45 p.m. Board Member Barnes made a motion to adjourn. Vice-
361 Chair Rothhaus seconded the motion.

362
363 **The motion passed 3 – 0 – 0**

MERRIMACK SCHOOL DISTRICT MONTHLY ENROLLMENTS 2021-2022
April 4, 2022

Enrollment On													
April 4, 2022	PRE	K	1	2	3	4	Total	5	6	Total	7	8	Total
MES	62	77	73	74	80	68	434						434
RFS	28	88	77	78	92	82	445						445
TFS													536
MUES	41	93	98	107	101	96	536						520
MMS								249	271	520			
MHS											271	281	552
PR-12 Total													261
Student Services ODP**													278
Home Study (HSS)													270
Total	131	258	248	259	273	246	1415	249	271	520	271	281	552
													261
													278
													270
													315
													1124
													17
													135
													135
													3763

**Out-of-District Placement

MONTHLY ENROLLMENTS 2021-2022

Month	*PRE	K	1	2	3	4	Total	5	6	Total	7	8	Total	9	10	11	12	Total	SSP	HSS	TOTALS
September 13, 2021	118	253	245	258	277	248	1399	242	264	506	274	286	560	262	279	276	352	1169	14	134	3782
October 1, 2021	118	256	245	258	277	246	1400	242	264	506	274	282	556	263	280	271	344	1158	13	136	3769
October 4, 2021	118	256	245	258	277	246	1400	242	264	506	274	282	556	263	280	270	344	1157	13	136	3768
November 1, 2021	122	256	246	256	276	243	1399	244	263	507	275	281	556	262	281	272	342	1157	15	136	3770
December 6, 2021	126	259	246	257	275	244	1407	246	267	513	276	281	557	263	280	273	332	1148	14	137	3776
January 3, 2022	126	259	246	257	273	244	1405	248	269	517	276	282	558	263	277	272	327	1139	17	133	3769
February 7, 2022	129	258	245	257	274	244	1407	247	270	517	275	281	556	263	278	274	321	1136	17	133	3766
March 1, 2022	129	258	247	256	274	244	1408	247	270	517	271	281	552	260	278	272	319	1129	17	134	3757
March 7, 2022	130	259	248	258	274	246	1415	247	270	517	271	281	552	262	278	272	319	1131	17	135	3767
April 4, 3033	131	258	248	259	273	246	1415	249	271	520	271	281	552	261	278	270	315	1124	17	135	3763

BUS SUSPENSIONS FOR THE MONTH OF MARCH

	MHS	MMS	JMUES	MES	RFS	TFS
Fighting						
Vandalism						
Disrespect/Disruption				2	3	5
Unsafe Behavior						3
Other						
TOTAL	0	0	2	3	5	3